

Welcome back! Welcome back to you and to all the kids in your class. Mr Green is happy to see you again and would be very upset if you didn't remember him and the time you spent together!

For this reason we're going to start with a revision unit which will gradually reintroduce pupils to the language learning experience they had last year. Because as we always say pupils are like sponges: they learn quickly, but they forget just as quickly!

Learning objectives

Knowledge

Formula for greetings
Expressions for saying and asking for your name
Colours
Numbers
Classroom objects
Family
House
Expressing preferences

Skills

Greetings
Identifying colours, numbers, classroom objects, animals, family members and the rooms of a house
Expressing preferences
Recognising and reproducing L2 sounds and rhythms

Vocabulary

Lexical groups: colours, numbers (1-10), commonly used classroom objects, pets, food, family members and the rooms of a house

Communicative structures

Structures to introduce yourself, your tastes and preferences

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Understanding and responding to a greeting
Introducing yourself
Knowing how to say your name and ask the name of another person
Understanding and following instructions in class
Expressing preferences

Key competences

Learning to learn: reusing what you learnt in different contexts; using different strategies

Communicating: understanding short spoken and written messages and using them to do a task

Planning: creatively translating language learnt into action

Life skills

Developing self-esteem

Activities

Recognising language when listening
Listening, reading and matching words and pictures

Expressing preferences

Subject links

Music: recognising different voices and matching them to different characters; recognising and reproducing musical rhythms and intonation

History: recognising when actions and situations are sequential or simultaneous

Maths: recognising numbered items; matching words and numbers

Art and design: using colour creatively; drawing the things you like

Physical education: understanding gestures; moving to a rhythm; remembering and reproducing a sequence of movements; using the body and movement to act out real and imaginary communicative situations; taking part in a group game, following procedures and rules

Support

Materials (for teaching methodology)

The Story Garden 2 pp. 2-7
Audio CD
Photocopiable worksheet n. 1
Digital Book
Poster

Equipment

Usual everyday classroom kit

Here we are again ready to enter the magical world of fairy stories. ***The Wolf and the Seven Kids***, one of the popular stories from the collection of the **Brothers Grimm (Jacob e Wilhelm)**, has a similar theme to *Little Red Riding Hood*, which we started last year with.

It is always good to alert pupils to potential danger and show them how to recognise it, as is the importance of teaching them to ask for help, not trust just anybody and to learn who they can always rely on.

With the seven little goats that try to hide, the class will deal with simple **prepositions of place** and after practicing them with songs, games and activities, they will use them in a fluent and natural way in a fun and reassuring cartoon.

Point of interest: tell pupils that the word **kid** means both little goat and child.

In **CLIL** pupils will work on their willingness to follow **rules in class** with politeness and gratitude, and to follow instructions to make a bookmark with a goat's head.

In the **Living English** page, pupils will be involved in a fun domestic scenario, in which they identify with a child giving instructions to a little dog, experimenting with the inverted role of adult.

Learning objectives

Knowledge

Classroom objects
Prepositions of place
Simple classroom instructions

Skills

Naming classroom objects
Asking and saying where things are in relation to others
Understanding and following classroom instructions
Recognising and reproducing L2 sounds and rhythms
Matching sounds and words
Socialising in L2

Vocabulary

clock, board, lamp, window, door, chair, cupboard, carpet, desk, bin
on, under, in, behind, in front of

Communicative structures

Where is...?
It's on / under / in / behind / in front of..
Yes, it is. / No, it isn't.

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Identifying classroom objects
Recognising and describing the position of an object
Understanding and following simple classroom instructions
Recognising language while listening
Singing and miming a song

Key competences

Communicating: understanding rhythm and intonation as communicative elements when asking and answering questions
Collaborating and participating: respecting rules established in a game; recognising the basic rules of living together peacefully
Planning: creatively translating language learnt into action
Learning to learn: reusing language learnt to do new tasks

Life skills

Managing fear
Critical thinking

Managing feelings
Interpersonal skills
Creative thinking

Activities

Singing and miming a song
Recognising language while listening
Using language learnt in a game

Listening, understanding and acting out a short story or cartoon
Making a bookmark

CLIL

Social skills: recognising the basic rules for living together peacefully

Make & Play – The kid bookmark: following procedures to make fun things; reusing languages learnt in a game

Living English

Using English in real, authentic and emotionally important situations

Subject links

Music: singing simple songs
History: ordering events logically and analysing situations in terms of space and time; identifying cause and effect and making deductions about the causes
Maths: placing an object in space
Art and design: using colour creatively

Technology: using card and colour creatively to make a bookmark; working out how to make something
Physical education and sports: moving freely, unselfconsciously and with rhythm; following rules; using gesture and movement to communicate individually or in groups

Support

Materials

The Story Garden 2 pp. 8-19
Activity time pp. 84-87
Audio CD
Photocopiable worksheets n. 1-3
Digital Book
Lapbook
Poster

Materials

Usual everyday classroom kit.
For **Make & Play:** card, scissors, glue

The Wonderful Wizard of Oz by **L. Frank Baum** is the next story we are bringing to the attention of the class in this English language journey.

The unit is based on recognising **facial expressions** linked to **changing emotions**. To this end we have decided to focus on the primary emotions which American psychologist Paul Ekman defined as universal to all people: anger, fear, sadness, happiness, surprise and disgust. With the help of characters from the **Wizard of Oz** and Mr Green, you will accompany children on this experience of recognising their own and others' emotions and above all learning how to express them correctly. It is important for pupils to deal with this topic in L2 as it is a further motivation for seeing the English language as part of themselves and as a natural communication tool.

In the **CLIL** section, Mr Green will show the class how to lovingly sow a **seed** and look after it until a **small tree** grows, a metaphor for what you are doing with your pupils. This gives pupils the chance to develop and aim high with the priceless skill of knowing how to express themselves in a foreign language.

The fun **Living English** pages encourage **resilience**, never giving up, and not seeing failure, but attempts on the way to ultimate success.

Learning objectives

Knowledge

Emotions and states of mind
Expressions for basic needs
Polite forms

Skills

Understanding and using words to describe how you or a classmate is feeling
Expressing basic needs
Using polite forms and kind words
Answering written questions following a model given
Recognising and reproducing sounds
Matching sounds and words

Vocabulary

*disgusted, scared, angry, surprised, happy, sad
hungry, thirsty, hot, cold
please, thank you, sorry*

Communicative structures

*How are you today? I'm...
Are you...?
Say thank you to your friend!
Say hello every day.*

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Identifying states of mind
Choosing appropriate words to express basic needs
Writing words which correspond with images
Writing answers to questions about pictures
Singing and miming a song

Key competences

Communicating: understanding oral messages
Collaborating and participating: respecting established rules; learning polite forms
Learning to learn: reusing language in new contexts
Acting autonomously and responsibly: doing a task on your own

Life skills

Managing feelings
 Social and civic competences
 Critical thinking
 Approaching new things in a positive way

Creative thinking
 Empathy
 Self-awareness

Activities

Listening and identifying pictures
 Choosing the appropriate words to express your state of mind and needs
 Using language learnt in a game

Listening, understanding and interpreting an illustrated story
 Singing a song

CLIL

Science: understanding the importance of nature
Make & Play – A Speaking Scarecrow: following

procedures to make a fun toy; reusing language in a game

Living English

Using English in real, authentic and emotionally significant situations

Subject links

Music: modulating the voice in order to form questions and answers; performing a song
History: sequencing and contemporaneity of actions and situations
Science: following a series of gardening instructions
Art and design: using colour to express feelings

Technology: following steps to make something in an art project
Physical education and sports: moving freely, miming actions and abilities; respecting the rules of organised games; using gesture and movement to communicate

Support

Materials

The Story Garden 2 pp. 20-31
 Activity time pp. 88-91
 Audio CD
 Photocopiable sheets n. 1-3
 Digital Book
 Lapbook

Materials

Usual everyday classroom kit.
 For **Make & Play:** paper cups, card

With *Aladdin and the Magic Lamp*, one of the best-known tales from *One Thousand and One Nights*, we turn from **emotions** to the **human body**. This gives us a chance to use all our senses and to communicate with the world. For this reason it is important to look after and accept our bodies; as even from a very young age the media influences our perception of our bodies and encourages us to follow impossible models which can harm our mental health and physical well-being.

Rehabs, an American organisation involved in addiction rehabilitation programmes, also considers pursuing a physical ideal, which results in serious eating disorders in adolescence and adulthood, as a form of addiction. Respect for our bodies comes from knowing about them and that is why together with the characters of the story, Mr Green, and above all you, the class will learn to name parts of the body and describe people.

In the **CLIL** section Mr Green introduces an activity to keep us fit, as a bit of movement, even five minutes when you get to school, is very good for your mind and your body.

The **Living English** pages introduce a family that might seem strange, but if we think about it, a family in which any one of us could feel happy and fulfilled.

Learning objectives

Knowledge

Parts of the body
Qualitative adjectives
Expressions to describe yourself and others
Simple classroom instruction to follow when doing tasks or playing a game

Skills

Knowing the names of various parts of the body
Expressing your own physical characteristics
Describing yourself or a classmate
Interacting and playing games with classmates
Producing L2 sounds and rhythms

Vocabulary

mouth, hands, eyes, ears, nose, tummy, arms, hair, legs, feet
long, short, blond, dark

Communicative structures

I've got...
Have you got...?
Yes, I have. / No, I haven't.
I don't like...

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Identifying and naming various parts of the body
Describing yourself and others
Understanding and following simple classroom instructions
Singing and miming a song
Using language introduced when interacting with others

Key competences

Learning to learn: applying strategies to correct your work
Communicating: understanding short written texts
Identifying links and relationships: selecting the information needed to carry out a task
Collaborating and participating: interacting with classmates whilst respecting rules
Planning: translating language into creative action

Life skills

Self-awareness
Critical thinking
Interpersonal skills

Managing feelings
Recognising and respecting rules
Empathy

Activities

Singing and miming a song
Recognising language when listening
Listening to and understanding a short story

Acting out a story
Using language learnt in a game

CLIL

Physical education: understanding and doing movements

Make & Play – Desktop Croquet: following procedures to make fun things; reusing language learnt in a game

Living English

Using English in real, authentic, and emotive situations; knowing the characteristic of members of a family

Subject links

Music: performing simple songs on your own and/or in groups; understanding and reproducing L2 sounds; reproducing intonation

History: sequencing and contemporaneity of actions and situations

Mathematics: recognising the size and length of big and small things

Art and design: doing a drawing based on oral or written information

Physical education and sports: learning the parts of the body; moving freely, without inhibition and with rhythm; interacting positively with others, valuing diversity; using the language of gesture and movement to communicate individually or in a group

Support

Materials

The Story Garden 2 pp. 34-45
Activity time pp. 92-95
Audio CD
Photocopiable worksheets n. 1-5
Digital Book
Lapbook

Materials

Usual everyday classroom kit.
For **Make & Play:** pipe cleaners, modelling clay, little sticks for skewers, pieces of paper, card, felt-tip pens

The Ugly Duckling, a **Hans Christian Andersen** fairytale, transports the class into nature, where farmyard animals, whilst still having the same characteristics, behave like humans.

Thus in this unit you get the chance to work on two levels: **nature** and **humans as an element of nature**.

Knowledge and respect of animals is fundamental because we share life on our planet.

Accepting other animals is to accept ourselves and the differences between us, which not only can't be denied, on the contrary should be highlighted.

In the **CLIL** section, Mr Green tells us about **hygiene**, an essential part of living with others and establishing positive relations.

Living English is also about living together and the complicity involved in that, when a father shares his experience with his child and above all spends time with him, a whole day in fact.

Learning objectives

Knowledge

Farmyard animals
Physical characteristics of animals
Typical animal movements
Useful expressions for classroom interaction

Skills

Recognising and naming farmyard animals
Describing the physical characteristics of animals
Expressing ability
Interacting and relating to classmates during a game
Producing L2 sounds and rhythms

Vocabulary

horse, cow, bird, hen, sheep, rabbit, swan, duck, duckling, frog
run, jump, swim, fly

Communicative structures

I can (jump).
I can't (swim).
Are you a frog?
Yes, I am.
No, I am not.

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Identifying farmyard animals and imitating the sounds they make
Describing the physical characteristics of animals
Talking about your abilities
Listening to and understanding an illustrated story read by the teacher or on multimedia
Singing and miming a song
Recognising language when listening
Understanding and following simple classroom instructions

Key competences

Collaborating and participating: interacting with classmates in a constructive way
Learning to learn: making deductions from written information; applying strategies to alter or correct your work
Communicating: understanding oral messages; understanding and repeating dialogues
Planning: translating language learnt into creative action; following the various production phases of an art project

Life skills

Critical thinking
Social and civic competences

Self-awareness
Creative thinking

Activities

Singing and miming a song
Recognising language when listening
Using language learnt in a game
Forming hypotheses

Listening to, understanding and interpreting a short story
Interacting with others in a game using language learnt

CLIL

Health and hygiene education: looking after your body as a sign of respect to yourself and to others

Make & Play – *The farm pond*: making a game; reusing language learnt in a game

Living English

Using English in real, authentic, and emotive situations

Subject links

Music: reproducing and imitating animal noises; performing simple songs; understanding and producing sounds not present in L1
History: sequencing and contemporaneity of actions and situations
Mathematics: identifying things based on numbers; establishing the relationship between numbers, quantity and words

Art and design: making farmyard animals with creative recycling
Technology: working out how to play a game; following the various production phases of an art project
Physical education and sports: moving freely, without inhibition and with rhythm; imitating how animals move; using the language of gesture and movement to communicate individually or in a group

Support

Materials

The Story Garden 2 pp. 46-59
Activity time pp. 96-99
Audio CD
Photocopiable worksheets n. 1-4
Digital Book
Lapbook

Materials

Usual everyday classroom kit
For **Make & Play**: coloured card, scissors, glue, felt-tip pens, various recycled materials

In **Alice's Crazy Party**, based on *Alice's Adventures in Wonderland* by **Lewis Carroll**, pupils learn the names for **food** at the **Mad Hatter's** tea party and think about their own **tastes in food**.

They will have fun following the cartoon story about Alice and a very capricious queen, who will get just what she deserves in the end! The class will be in harmony with the journey which takes pupils along a fluid, introspective and critical thinking path exploring their own **capricious behaviour**.

The **CLIL** section tackles **correct nutrition**, continuing our conversation about the body, the sense of self and self-care. **Living English** presents a family that exercises good practice when it comes to healthy shopping.

Learning objectives

Knowledge

Food and drink
Food tastes and preferences
Useful expressions for simple classroom interactions

Skills

Recognising and naming food and drink
Describing food based on taste
Expressing food tastes and preferences
Engaging and interacting with classmates through play
Producing L2 sounds and rhythms
Matching words and pictures

Vocabulary

carrots, cheese, tea, meat, pasta, biscuits, chicken, fish, water, lettuce
sweet, disgusting, tasty, savoury

Communicative structures

I like...
I don't like...
Do you like (tea)?
Yes, I do. / No, I don't.
It's (tasty).

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Understanding and naming food and drink
Expressing tastes and preferences
Offering, thanking
Listening and understanding an illustrated story read by the teacher or on multimedia
Singing and miming a song
Recognising language when listening

Key competences

Communicating: recognising language when listening; matching words and pictures
Learning to learn: using language learnt to talk about things in your own personal sphere
Collaborating and participating: learning to interact politely and kindly
Planning: guessing the rules of a game

Life skills

Social and civic competences Self-awareness	Critical thinking A positive approach to new experiences Creative thinking
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Activities

Listening and pointing at pictures Choosing appropriate words to express personal tastes and preferences Using languages learnt in a game	Listening, understanding and acting out an illustrated story Singing a song
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CLIL

Food education: understanding the importance of eating fruit and vegetables	Make & Play – <i>The Cat's Tail</i>: following instructions to make a game; recycling language in a game
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Living English

Using English in real, authentic, and emotive situations
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Subject links

Music: performing a song History: sequencing and contemporaneity of actions and situations Science: understanding the importance of eating the right food Art and design: drawing fruit and vegetables Technology: following all the stages of an art project	Physical education and sports: using the body and movement in real and imaginary communicative situations; moving to a rhythm; understanding gestures; participating in group games, following rules and instructions
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Support

Materials The Story Garden 2 pp. 60-71 Activity time pp. 100-103 Audio CD Photocopiable sheets n. 1-4 Digital Book Lapbook	Materials Usual everyday classroom kit For Make & Play : coloured card, scissors, glue, felt-tip pens, various recycled materials
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Here we are in the last unit of our journey and we're going to meet **Jack and the Beanstalk**, from a traditional English fairy tale.

Remember that little seed that we planted in **CLIL** in **Unit 2**? It has grown out through the clouds, into a dangerous world, but one full of treasure. The plant has grown just like the year two pupils who have such great L2 skills and competences that they no longer feel afraid of facing any difficulty.

Each step towards autonomy corresponds to a leaf and a number. That is how they will learn with you and Mr Green.

In this **cartoon story** with Jack, it is the first time that pupils will overcome evil on their own. In the story of Jack and the magic beans, the ogre had already eaten three children and Jack could have been the fourth!

In the **CLIL** section, Mr Green helps pupils explore music, and by music we mean the voice, which like any other instrument has to be tuned and used in harmony and with elegance.

The final **Living English** is an invitation to fantasy and imagination, because nothing has ever been created that has not first been imagined. The hope we have for you and your class at the end of this school year is that you can imagine yourselves happy. The rest will work itself out!

Happy holidays to you and all of your pupils from us and Mr Green.

Learning objectives

Knowledge

Numbers 11 to 20
Sounds and noises
Simple classroom instructions

Skills

Recognising and using numbers 11 to 20
Doing simple maths
Recognising and reproducing sounds
Matching sounds and pictures

Vocabulary

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Communicative structures

*How many...?
Have you got (two legs)?*

Intermediate goals in the development of competences

Basic competences (English language skills axis)

Recognising numbers 11 to 20
Doing simple maths
Listening to and understanding an illustrated story read by the teacher or on multimedia
Singing and miming a song
Recognising language when listening
Writing words which correspond to pictures
Answering written questions, following a given model

Key competences

Communicating: recognising language when listening; understanding messages; identifying information
Learning to learn: recycling vocabulary learnt in new activities; doing simple maths in L2; assimilating a rule through repetition
Collaborating and participating: interacting positively in a group activity
Planning: translating language learnt into action
Cultural awareness and expression: knowledge about other cultures

Life skills

Managing feelings
Social and civic competences

Critical thinking
Creative thinking

Activity

Making hypotheses
Singing and miming a song or a chant
Acting out a story

Acting out dialogues
Making a photo poster

CLIL

Social skills: understanding the importance of music

Make & Play – Fishing Leaves: following procedures to make a game; recycling language in a game

Living English

Using English in real, authentic, and emotive situations; using the Internet responsibly to find information

Subject links

Music: distinguishing high from low sounds; performing a song
History: sequencing and contemporaneity of actions and situations
Art and design: using colour creatively
Technology: following all the stages of an art project

Physical education and sports: moving freely, miming actions and abilities; following rules of organised games; interacting positively with others, valuing diversity; using gesture and movement to communicate

Support

Materials

The Story Garden 2 pp. 72-83
Activity time pp. 104-105
Audio CD
Photocopiable worksheets n. 1-4
Digital Book
Lapbook

Materials

Usual everyday classroom kit
For **Make & Play:** green card, scissors, glue, felt-tip pens, a straw, string, a metal washer, a magnet